

**WACCAMAW HIGH**  
2412 Kings River Road  
Pawleys Island, South Carolina 29585

**GRADES** 9-12 High School

**ENROLLMENT** 594 Students

**PRINCIPAL** Robert Keith Brown 843-237-9899

**SUPERINTENDENT** Dr. H. Randall Dozier 843-436-7000

**BOARD CHAIR** Mrs. Charlesann H. Buttone 843-436-7000

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

**EXCELLENT**

Absolute Ratings of High Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
11	3	0	0	0

#### IMPROVEMENT RATING:

**EXCELLENT**

#### ADEQUATE YEARLY PROGRESS:

**YES**

This school met 9 out of 9 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Excellent	Excellent	N/A
<b>2002</b>	Excellent	Good	N/A
<b>2003</b>	Excellent	Excellent	No
<b>2004</b>	Excellent	Excellent	Yes

**DEFINITIONS OF DISTRICT RATING TERMS**

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS**

	<b>Our School</b>			<b>High Schools with Students Like Ours</b>		
<b>Percent</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
<b>Passed 2 subtests</b>	90.2	N/A	N/A	85.7	N/A	N/A
<b>Passed 1 subtest</b>	5.9	N/A	N/A	8.1	N/A	N/A
<b>Passed no subtests</b>	3.9	N/A	N/A	6.7	N/A	N/A

**EXIT EXAM PASSAGE RATE BY SPRING 2004**

	<b>Our School</b>	<b>High Schools with Students Like Ours</b>
<b>Percent</b>	98.3%	96.8%

**ELIGIBILITY FOR LIFE SCHOLARSHIP**

<b>Percent of</b>	<b>Our School</b>	<b>High Schools with Students Like Ours</b>
<b>Seniors eligible for LIFE Scholarships at four-year institutions*</b>	40.0	27.4
<b>Seniors who met the SAT/ACT requirement</b>	40.0	27.9
<b>Seniors who met the grade point average</b>	73.3	62.9

\*Using only the SAT/ACT and grade point average requirements

**GRADUATION RATE**

	<b>Our School</b>	<b>High Schools with Students Like Ours</b>
<b>Number of Students</b>	113	313
<b>Number of Diplomas</b>	101	252
<b>Rate</b>	89.4%	81.4%

**PERFORMANCE BY STUDENT GROUPS**

	Exit Exam Passage Rate by Spring 2004		Eligibility for LIFE Scholarship		Graduation Rate		
	n	%	n	%	n	%	Met State Objective
All Students	118	98.3	105	40.0	113	89.4	YES
<b>Gender</b>							
Male	59	98.3	41	53.7	58	82.8	N/A
Female	59	98.3	64	31.3	55	96.4	N/A
<b>Racial/Ethnic Group</b>							
White	92	100.0	79	36.7	83	91.6	N/A
African-American	24	91.7	25	48.0	29	82.8	
Asian/Pacific Islander	0	N/A	1	I/S	1	I/S	N/A
Hispanic	0	N/A	0	N/A	0	N/A	N/A
American Indian/Alaskan	0	N/A	0	N/A	0	N/A	N/A
<b>Racial/Ethnic Group</b>							
Non disabled	116	99.1	105	40.0	106	91.5	N/A
Disabilities other than speech	2	I/S	0	N/A	7	57.1	N/A
<b>Migrant Status</b>							
Migrant	0	N/A	0	N/A	0	N/A	N/A
Non-migrant	115	98.3	105	40.0	N/A	N/A	N/A
<b>English Proficiency</b>							
Limited English Proficient	0	N/A	0	N/A	0	N/A	N/A
Non-Limited English Proficient	115	98.3	105	40.0	112	90.2	N/A
<b>Socio-Economic Status</b>							
Subsidized meals	19	89.5	17	35.3	22	72.7	N/A
Full-pay meals	96	100.0	88	40.9	91	93.4	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**HSAP PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts - State Performance Objective = 33.3%</b>									
All Students	157	99.4	6.6	19.9	25.2	48.3	76.8	YES	YES
<b>Gender</b>									
Male	67	100.0	9.2	18.5	30.8	41.5	75.4	N/A	N/A
Female	90	98.9	4.7	20.9	20.9	53.5	77.9	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	126	100.0	3.3	13.2	25.6	57.9	84.3	YES	YES
African-American	30	96.7	20.7	44.8	24.1	10.3	48.3	I/S	I/S
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	141	99.3	1.5	17.0	28.1	53.3	84.4	N/A	N/A
Disabled	16	100.0	50.0	43.8	N/A	6.3	12.5	I/S	I/S
<b>Migrant Status</b>									
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	157	99.4	6.6	19.9	25.2	48.3	76.8	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	156	99.4	6.7	19.3	25.3	48.7	77.3	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	24	100.0	29.2	37.5	12.5	20.8	41.7	I/S	I/S
Full-pay meals	133	99.2	2.4	16.5	27.6	53.5	83.5	N/A	N/A
<b>Mathematics - State Performance Objective = 30.0%</b>									
All Students	157	99.4	7.3	17.9	38.4	36.4	80.8	YES	YES
<b>Gender</b>									
Male	67	100.0	12.3	10.8	36.9	40.0	81.5	N/A	N/A
Female	90	98.9	3.5	23.3	39.5	33.7	80.2	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	126	100.0	5.8	8.3	40.5	45.5	89.3	YES	YES
African-American	30	96.7	13.8	55.2	31.0	N/A	44.8	I/S	I/S
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	141	99.3	1.5	18.5	39.3	40.7	86.7	N/A	N/A
Disabled	16	100.0	56.3	12.5	31.3	N/A	31.3	I/S	I/S
<b>Migrant Status</b>									
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	157	99.4	7.3	17.9	38.4	36.4	80.8	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	156	99.4	7.3	17.3	38.7	36.7	80.7	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	24	100.0	16.7	45.8	37.5	N/A	54.2	I/S	I/S
Full-pay meals	133	99.2	5.5	12.6	38.6	43.3	85.8	N/A	N/A

**Abbreviations for Missing Data**

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**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SCHOOL PROFILE

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
<b>Students (n= 594)</b>				
Retention rate	3.7%	Up from 0.2%	5.6%	9.1%
Attendance rate	99.3%	Up from 98.5%	96.8%	96.0%
Eligible for gifted and talented	0.0%	No change	12.9%	5.8%
With disabilities other than speech	7.0%	Up from 6.7%	10.1%	12.7%
Older than usual for grade	5.2%	Down from 7.4%	6.4%	9.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	2.9%	Up from 0.2%	2.3%	1.6%
Enrolled in AP/IB programs	19.5%	Down from 21.8%	20.4%	10.2%
Successful on AP/IB exams	64.3%		62.5%	53.8%
Annual dropout rate	0.4%	Down from 1.3%	1.9%	2.7%
Career/technology students in co-curricular organizations	1.7%	Down from 2.3%	3.5%	3.6%
Enrollment in career/technology center courses	255	Up from 243	753	466
Students participating in worked-based experiences	29.9%	Up from 24.6%	29.9%	25.7%
Career/technology students mastering core competencies	76.7%	Down from 79.2%	79.6%	77.7%
Career/technology completers placed	N/A	N/A	100.0%	99.3%

<b>Teachers (n= 38)</b>				
Teachers with advanced degrees	52.6%	Up from 51.4%	52.6%	52.0%
Continuing contract teachers	81.6%	Up from 78.4%	85.2%	82.1%
Highly qualified teachers**	86.4%	N/A	90.5%	89.5%
Teachers with emergency or provisional certificates	10.8%		7.8%	8.6%
Teachers returning from previous year	81.0%	Up from 80.3%	88.2%	86.2%
Teacher attendance rate	95.9%	Down from 96.0%	95.8%	95.3%
Average teacher salary	\$41,492	Up 6.2%	\$41,601	\$41,060
Prof. development days/teacher	15.1 days	Up from 10.5 days	10.3 days	10.6 days

<b>School</b>				
Principal's years at school	2.0	Up from 1.0	3.0	3.0
Student-teacher ratio in core subjects	23.5 to 1	No change	28.6 to 1	26.4 to 1
Prime instructional time	93.9%	Up from 93.0%	91.5%	90.0%
Dollars spent per pupil*	\$6,944	Down 26.2%	\$5,511	\$6,310
Percent of expenditures for teacher salaries*	50.1%	Down from 56.0%	59.0%	57.9%
Opportunities in the arts	Good	No change	Excellent	Excellent
Parents attending conferences	99.0%	Down from 99.8%	96.2%	89.3%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	N/A	Good	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	85.5%	92.0%
Highly qualified teachers in high poverty schools**	94.0%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Waccamaw High School received a Palmetto Gold Award for the fourth consecutive year based on the South Carolina School Report Card. The Waccamaw family, staff, and administrators believe that education and learning are lifelong processes. We believe every student has the ability to learn. All staff members have made the commitment to assist students in achieving their post-secondary goals by providing an appropriate, well-balanced educational program.

The SAT scores for our seniors continue to exceed both the state and national averages. The 2003 SAT scores increased by seven points from 1061 to 1068. One hundred percent of the students who took the Advanced Placement English and Calculus AB scored three or better. There was a slight increase, from 20.0 to 20.6, on the ACT composite test scores. Over thirty percent of the class graduated with a weighted grade point average of 4.0 or better. Thirty-four percent of the senior class qualified for LIFE Scholarships and another thirty-one percent qualified for HOPE Scholarships.

Students participated in numerous extra-curricular, co-curricular, service projects, and community organizations. Honor Societies include National Honor Society, Mu Alpha Theta, and National Art Honor Society. Twenty-nine athletic teams, comprised of 444 athletes, competed at varsity and junior varsity levels. The WHS Student Council hosted the District Rally involving approximately three hundred students from across the state.

Under the direction of the Pawleys Island Kiwanis Club, a charter was granted for a Key Club at WHS. Five WHS chorus and band students were selected for All-State this year. Three students won Pawleys Island Youth Arts Scholarships to train and study with professionals in chorus and band.

The strong link between Waccamaw High School and the Waccamaw Neck community contribute to the success of the school. Both the School Improvement Council and the PTSA are involved in our efforts to continue academic excellence at WHS. Parents and community members volunteered countless hours in support of the academic and athletic programs. The chorus, band, and athletic booster clubs have supported the students in a variety of activities. In addition, our Community Tutoring Program continues as a free service for all WHS students.

The faculty, staff, and administration will continue the quest of excellence by focusing on academic success and achievement. Waccamaw High School will present learning opportunities and activities to enhance students' social and cultural growth. Our decisions will be based upon our commitment to make WHS an exemplary school. By working together we can accomplish our goals.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
<b>Number of surveys returned</b>	26	112	22
<b>Percent satisfied with learning environment</b>	84.6%	64.9%	71.4%
<b>Percent satisfied with social and physical environment</b>	88.5%	74.3%	57.1%
<b>Percent satisfied with home-school relations</b>	80.8%	78.7%	42.9%

\*Only eleventh grade students and their parents were included. For schools without grade 11, only the highest grade was included.